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POOR DEAL FOR TEACHERS

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JOURNAL OF

THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so as TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

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Editor: E. W. FRANKLIN

VOLUME IV APRIL, 1965 No. 5

TEACHERS' AGITATION

PROFESSOR D. C. SHARMA, President of our Federation, moved a motion in the Parliament calling attention to teachers' agitation in different parts of India in regard to the improvement of their salaries. A fairly full account of this debate is included in this number. Although everybody, including the Government, showed great sympathy for teachers, the Government expressed its inability to do anything practical or material in this connection. For one thing it pleaded that the existing plan allocations for raising salaries of teachers cannot be exceeded. The Central Government also could not give its share of additional cost necessary for raising teachers salary in view of the fact that the several State Governments are not in a position to meet their share. Both the Finance Minister and the Prime Minister intervened in this debate. The former made it clear that the Plan allocation would not be changed. He, however, held out hope that the Central Government may permit them to use the money on certain items if the State Governments decided to utilize such amounts for the purpose of improvement in teachers' salaries. The Prime Minister could not give any categorical assurance.

In the Rajya Sabha, Mr. M. C. Chagla, Education Minister, made it clear that he did not consider it proper or advisable that a Pay Board may be appointed to go into the salary scales of teachers. He thought that if this is done, it might raise expectations which may not be fulfilled in case funds cannot be found to implement its recommendations.

We also include some press comments on teachers demands and the case for the improvement of teachers' emoluments as set out by teachers' organisations in Maharashtra and Orissa. Teachers in several parts of the country, particularly the primary teachers in Bihar, have shown great patience in their demands for improvement in their salaries. The Bihar Teachers' Association has explored all possible means of prevailing upon the Government to meet their just demands. They have been compelled to resort to token hunger strike to focus the attention of the public on their plight.

In other parts of the country, U.P., West Bengal, Maharashtra and Orissa, teachers have likewise been forced to adopt extreme measures. This movement has been going on for quite some time and it is bound to assume momentum as the prices rise still further and the cost of living goes up.

Almost ten years ago the All India Educational Conference held in December 1955 passed a resolution to press for the betterment in the salary scales of teachers. The resolution is as follows: "The Conference notes with regret that notwithstanding the resolutions adopted by the AIFEA at previous conferences, the recommendations of various commissions and committees set up by the different Governments and the declarations made by those in authority that teachers' salaries and status should be raised in accordance with the importance of their work, the Union and State Governments continue to plead inability to make any considerable improvement in this regard on account of lack of funds. This Conference reiterates its view that expenditure on education is a sound investment and calls upon Governments, Central and States, to take immediate steps to give effect to the scale of salaries recommended by the Union Ministry of Education and the University Grants Commission. It further desires to record its view that any delay in doing so would not only affect the morale of the

teaching profession but hamper all development plans of the country."

The basic demands were again reiterated at the All India Educational Conference held at Jaipur in1956. The last Conference held at Indore in 1964 again drew attention to the urgent need for the improvement of teachers' economic status. Its main resolution on this point was as follows : "This Conference demands that (i) the pay scales of all grades of teachers be substantially upgraded so as to attract right persons to the teaching profession and that a Wage Board be constituted at a very early date for fixing the scales and recommending cost of living allowances; (ii) all States that have not yet introduced the triple benefit schemes for primary and secondary teachers be persuaded to do so from the beginning of the fourth plan period; (iii) the disparities in the pay scales and other service conditions existing between the Government and non-Government school teachers be removed immediately; (iv) teachers of primary and secondary stages be given the facility of free education for their wards upto the college stage; (v) arrangements be provided for free medical aid to teachers on Contributory Health Scheme pattern; (vi) residential quarters or housing allowance be provided for teachers."

The pay scales and conditions of service of teachers can only be improved if their is a consciously directed movement within the profession to build up a proper status for itself. It is the profession which must create a status which is reflected both in the personnel and the kind of work that is done. Only in this way it can hold its own, economically and socially and get the recognition it needs. This is the time for teachers at all stages to unite together and to press with one voice their just demands for the improvement of their service conditions. Teachers' associations must carry out more sustained and critical studies of salary structures and a carefully worked out case should be presented for teachers at all levels of education throughout the country.

A few abstracts appearing on current educational issues are published in this number with the permission of the Central Secretariat Library, Ministry of Education.

Dr. Dhanwant M. Desai has presented a critical survey of the **Recent Educational Achievements of India.** He has analysed the implications of quantitative expansion.

CALLING ATTENTION TO MATTER OF URGENT PUBLIC IMPORTANCE

TEACHERS' AGITATION

Shri D. C. Sharma (*Gurdaspur*) : I call the attention of the Minister of Education to the following matter of urgent public importance. I request that he may make statement thereon : 'The agitation by teachers to press their demands and the Government's reaction thereto.

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan) : On behalf of Shri M. C. Chagla I beg to make the following statement : The Government of India are aware of the agitational attitude adopted by teachers in some parts of the country. In particular the All India Primary Teachers Federation, Kerala Aided Primary Teachers' Union and the All India Secondary Teachers Federation have been approaching the Ministry of Education through representations and deputations to indicate some of their demands and views. A few other organisational like the All India Federation of Educational Associations and Delhi State Parents' Association have also broadly and generally suggested sympathy for these demands of teachers.

The Government of India have all along been of the view that the emoluments and service conditions of teachers at all stages, as well as their qualifications should be improved so that standards of education may be maintained. For this specific purpose a scheme for improvement of salaries of teachers has been provided for in the Plan and the Central Government bears 50% of the expenditure on this scheme provided of course that it is included in the approved Plan programme of the State concerned. In addition to this the Government of India has been pressing upon those States in particular where the emoluments are very low to take effective steps to raise them. As a result of this advice many State Governments have raised the pay scales of their teachers; the most recent increase of pay scales being in Assam.

An allied problem is that regarding the pay scales and emoluments of teachers of aided schools. In some States there is a disparity in the emoluments of teachers in Government schools at the same level e. g., in Bihar. The Government of India have requested all the State Governments to eliminate this disparity, as far as possible. Of course this will involve a decision that the qualifications of teachers in private schools as also the method of there recruitment will be the same as that of the Government school teachers.

For the third Plan period the provision of funds for increase in emoluments of teachers was approximately Rs. 8·34 crores for elementary education and Rs. 3 03 crores for secondary education but as a result of the insistence of the Government of India as well as the realisation by the State Governments that teachers should receive a fair deal, the actual expenditure on these schemes is estimated to be of the order of Rs. 22·94 crores for elementary teachers and Rs. 14·63 crores for secondary teachers.

Government of India have also been stressing the need for adoption of the Triple Benefit Scheme (Pension, Provident Fund and Insurance) by the State Governments. A number of State have made a beginning with this scheme and others are taking it up as and when funds permit. The Central Government is also examining a Pension scheme for teachers of private schools in the Union Territories and its financial implications are under scrutiny.

The Government of India have also established in June, 1962 the National Foundation for Teachers' Welfare, to promote the welfare of the teachers generally, and in particular to alleviate distress amongst them and their dependents. The accounts for the Foundation now have a sum of approximately Rs. 75 lakhs collected from Government grants and private contributions. From 5th September 1964 it has been decided to commence the release of funds in individual cases and a beginning has been made in this direction.

The difficulty resulting from the low emoluments of teachers particularly in some States has been greatly aggravated by the increase in the cost of living, particularly since the proclamation of the Emergency. It is felt that

whereas there was a necessity to raise the emoluments of teachers even earlier, a substantial increase is needed now only to neutralise the effect of the higher cost of living. It is felt that this is a broader issue and should be dealt with in the same manner as the increase in the dearness allowance of other employees.

The Teachers' Associations have also sponsored a suggestion that there should be a Secondary Education Grants Commission like the University Grants Commission so that it can take positive steps to introduce uniform pay scales, security of service and scheme of terminal benefits. The Government of India have examined this issue and found that they have no legal authority under the Constitution to establish a statutory body for this purpose.

The State Governments, it would appear, are doing their best and have, in fact, spent much more than what was provided for improving the salaries of teachers. The Government of India have also borne their share of the expenditure and stressed the necessity of further improvements in various directions. I have myself taken up this issue vigorously with the State Governments ever since I took up this portfolio and have found that in many cases States have taken on themselves quite a heavy burden on this account although their resources were already pledged to various development schemes of the Third Plan. The financial problem is of a formidable size which has been made still more difficult because of inflation. Therefore, the Government of India feel that while efforts to improve the salaries of teachers particularly in those States where they are very low should be pursued vigorously, may be in the non-Plan sector also, there is no just cause for agitation by teachers all over the country as indicated in the Calling Attention Notice. A suggestion has been mooted that there should be a pay commission for determining pay scales of teachers all over the country. There are some inherent difficulties in this approach in as much as the emoluments of teachers in different States differ partly because they are related to the pay scale of other similar employees as also to the cost of living and availability of teachers. On the last occasion when this matter was discussed in the Central Advisory Board of education (May, 1963) it was felt that the appointment of such a Pay Revision Committee might raise expectations without corresponding arrangements to find

the funds for implementing the recommendations which might be made by it.

Shri D. C. Sharma : May I know if the Government is aware of the fact that the President of Bihar Shikshak Sangh went on fast unto death, and that the Government school teachers of Punjab have given an ultimatum of fasting and in Uttar Pradesh and other States of India the teachers seem to have exhausted their patience ? May I know, taking into account all these things, what specific steps the Ministry of Education has taken with regard to Punjab, Uttar Pradesh and Bihar and with regard to other States so that the legitimate grievances of the teachers are put to an end ?

Shri Bhakt Darshan : As far as the Government of India is concerned, we are aware of the feelings of teachers throughout the country, both in Punjab and Bihar and Uttar Pradesh and other States also, but as I have described in the statement, we have done our best, and I do not think there is any scope for going further than this.

Shri Dinen Bhattacharya : May I know whether it is a fact that pay scales of secondary school teachers in West Bengal are in the lowest rung of the ladder in comparison to those of other States and that for the revision of these pay scales the West Bengal teachers are squatting before the Assembly House ever since the 19th of this month, and what is the reaction of the Central Government, and what positive steps do the Government want to take to see that the matter is amicably settled, which is not possible for the West Bengal Government at the present moment ?

Shri Bhakt Darshan : For the information of the hon. Member, I may say that the West Bengal Government, in their third Plan, had provided a sum of Rs. 95·76 crores for the improvement of pay scales of secondary teachers, but now they have provided Rs. 150 61 crores. They have gone to the utmost extent.

Shri Daji (Indore) : That is not the question. The question is whether the pay scales there are the lowest in India.

Shri Dinen Bhattacharya : They are squatting and what are you going to do, so as to see that the matter is amicably settled ? What steps are you taking ?

Mr. Speaker : Order, order. The question is whether the Central Government is going to intervene in the matter or not.

Shri Bhakt Darshan : I think the state of West Bengal is quite competent enough to meet the situation.

Shri Daji : The question has not been replied to, Sir. The question was whether the pay scales of secondary school teachers in West Bengal were the lowest in the country. That was a specific question. We want a reply to that.

Mr. Speaker : He says that the utmost has been done by them.

Shri Daji : That is not the reply to the question. The question was whether the pay scales there are the lowest in India.

Mr. Speaker : Are the pay scales of those teachers there the lowest in the country ?

Shri Bhakt Darshan : I have not got the information just now.

Shri S. M. Banerjee : May I know whether the attention of the hon. Minister has been drawn to a statement made by the Education Minister of Uttar Pradesh, who said on 23rd February, 1965 in the Vidhan Sabha, that the Union Education Ministry has failed to give its promised 50 percent matching grant for enhancing the DA and salary of teachers ? The Education Ministry made a commitment with the sanction of the Finance Ministry. In the same way, the West Bengal Government also wanted to implement the assurances given by the late Dr. B. C. Roy on 18. 9.1961, but they could not implement it because the 50 percent grant was not given by the Centre. Unless this 50 percent is given—

Mr. Speaker : Order, order. On this subject, the question is prefaced by a long speech, how shall we go on ? It is only a matter of clarification on which he can put a question now.

Shri S. M. Banerjee : 50 percent grant has been given only for the plan expenditure and not for the non-plan expenditure for raising the pay of teachers.

Mr. Speaker : Order, order. Shri Banerjee is a seasoned Parliamentarian. If, for each supplementary or a question by way of clarification, a preface of such length is to be made, and if it has to be followed for each of the twentyfive Members or so, then even if we spend two hours on that, it can not end.

Shri S. M. Banerjee : I put a straight question : whether the attention of the Government has been drawn to the press statement—

Shri S. M. Banerjee (*contd*) : —the statement by the U. P. Education Minister that the Centre has not fulfilled its obligations and similarly in West Bengal.

Shri Bhakt Darshan : I may assure the hon. Member that the Education Ministry has been honestly fulfilling its obligations and commitments.

Shri S. M. Banerjee : He is evading all questions. When we table adjournment motion on this issue, it is disallowed. When we put question it is not answered. It is surprising that the Education Minister is not here when thousands of teachers are agitating.

Mr. Speaker : The question that was put by the hon. Member should be answered, whether it has come to the notice of Central Government that a statement has been made by the U. P. Education Minister, which has been published in the papers and what is the reaction of the Central Government about that statement ?

Shri Bhakt Darshan : Only very recently the Education Minister, Mr. Chagla, was at Lucknow. There was a long discussion and he committed the Ministry of Education that we would fulfil our obligations. We have fulfilled them so far and we will continue to do so in future also.

Shri S. M. Banerjee : I have put a specific question. A statement has appeared in the papers dated 24th February 1965 that the Education Minister of U. P, while initiating the discussion on the budget demands of the Education Ministry, has said that the Centre has failed. I can read it out.

Mr. Speaker : The question is whether the Central Government has noted the statement by that Minister that the Central Government has failed in giving the requisite grants.

The Minister of Finance (*Shri T. T. Krishnamachari*) : The question is whether what the hon. Member questioned is something which is in the plan. So far as the plan is concerned, it is a matter which we discuss with the Planning Commission and allotment are made annually. Whatever allotment the Planning Commission makes, they must come within the four corners of the plan. It is not possible for anything to be done on an *adhoc* basis. So far as what the hon. Member has said that it is within the four corners of the plan, I have not myself seen anything coming out of the plan allotment or any demand being made outside the plan allotment.

Dr. Ranen Sen (Calcutta East) : Just now the Deputy Minister said that the agitation carried on by the teachers is unjust and unwise, while at the same time he admitted that due to the rise in cost of living, they are in a bad position. May I know whether in view of the fact that the cost of living has gone up very high, it is possible for the Government of India to find out means to satisfy the demands of the primary and secondary school teachers throughout India relating to the expenditure outside the plan programme ?

Shri Bhakt Darshan : I may assure the hon. Member that what can be done in the present circumstances is being done. For the fourth plan, we are trying our best and I hope with the help of the hon. Finance Minister, we will be able to do much better.

Shri Hukam Chand Kachwah : Is it true that the teachers have refused to conduct the annual examinations of the Uttar Pradesh Intermediate and High School Board which are to be held this year and that in their place the Government is making new recruitment ? If so, why does the Government not agree to what the teachers say ? What are their demands ?

Shri S. M. Banerjee : They have employed blacklegs and quislings. Is that the attitude of the U. P. Government ?

Mr. Speaker : He should not interrupt in that manner every time.

Shri Bhakt Darshan : It is true that the teachers of Uttar Pradesh have given notice to the effect that they will not do the work of invigilators in the annual examinations of the Board which were to commence this year from March 15. According to the intimation given by the Uttar Pradesh Government they have started making the necessary arrangements. (interruptions)

Shri Bhakt Darshan : Mr. Speaker Sir, I should like to know through you whether the hon. Members wish that the future of their children may be ended in this manner. (interruptions)

Shri Hukam Chand Kachwah : Mr. Speaker Sir, my question has not been answered. I asked what their demands are ? the hon. Minister has said that new recruitment is being made. In that case why are their demands not agreed to instead of making new recruitments ?

Mr. Speaker : He has said why it is not being agreed to ?

Shrimati Renu Chakravartty : In view of the fact that in a very large number of States the situation with regard to the scales of pay of teachers has reached an explosive position and the teachers have been agitating for it for a very long time and in view also of the fact that the State Governments while accepting that it is a legitimate demand have stated that they cannot meet within the Plan allocation, is there any proposal for the entire Cabinet or the Government to see to it that in this particular case the allocation to the States is made outside the Plan so that the States could come to some sort of decent and amicable settlement with the teachers about their salaries ? The demand of the State Governments is that the allocation should be 50 percent of the expenditure and that it should be outside the Plan. What is the reaction of the Finance Minister to this suggestion ?

Shri T. T. Krishnamachari : As the Plan allocation has already been made, if the States could give up some other items we can perhaps permit them to use that money for this purpose. The Plan allocation and the amount of money that the Central Government is in a position to give happens to be a fixed amount. How that money is utilized by the State Government is a different matter. They might give up some of their schemes and use that money for other purposes. It is for the States to decide. May I humbly submit one word about this ? My colleague has been trying his best to deal with this problem. But this is a problem which is primarily the concern of the State Governments. They have to decide the priorities, on which subjects they have got to spend the money allotted to them in the Plan. The priorities cannot be decided by the Central Government.

Shri Prakash Vir Shastri (*Bijnour*) : Just now the Hon. Deputy Minister of the Education Ministry has pointed out that the teachers of Uttar Pradesh have intimated that they will not invigilate the forthcoming examination. For his information I should like to say this also that not only the teachers but also the principals of colleges in Uttar Pradesh have given notice that they also will not do any work of invigilation etc., in these examinations. The Education Minister, Shri Chagla, gave an assurance at Lucknow of 50% assistance. In these circumstances is the Central Government in a position to tell the Uttar Pradesh Government that they would give their share so that the teachers and professors of Uttar

Pradesh may resort to hartal and future of lakhs of children which may go into darkness may be saved.

Shri Bhakt Darshan : I am in a position to say on behalf of the Ministry of Education that so far as the relation of Central Government and State Governments is concerned there is no lack of sympathy.

Shri S. M. Banerjee : But bread is made out of flour not out of sympathy.

Shri Bhakt Darshan : But the question is how to make an immediate arrangement for so many rupees. On behalf of Eduation Ministry I can say only this much that if the Uttar Pradesh Government can arrange for 50 percent the rest will be arranged from here.

Shri Shinkre : In view of the fact that the State Governments do not pay much heed to the advice or suggestion of the Union Government, either because they do not possess the requisite amount of fund or because of other considerations, perhaps political, will the Government of India consider the possibility of making education, at least at the primary and secondary level, a Union subject instead of being a State subject ?

Mr. Speaker : It is a question of policy.

Shri Subodh Hansda : It is a fact that the teachers squatting before the Assembly House of West Bengal propose to withdraw their strike, as they are satisfied with the assurances of the Chief Minister of West Bengal, but they are not allowed to do so by the political parties interested in creating trouble ?

Shri Bhakt Darshan : I take this information from the hon. Member.

Shri S. C. Samanta : May I know which of the State Governments have already approached the Centre for more grants to help the teachers by increasing their salaries and allowances ?

Shri Bhakt Darshan : Practically all the State Governments have come forward.

Shri Hari Vishnu Kamath : It is a fact that since 1947 and, more so, since 1950, when India became the Sovereign Democratic Republic, the Government and their spokesmen have repeatedly extolled the teaching profession as the noblest profession in the country but the teachers have been

most neglected and in some Union Territories the teachers get as low pay as the peons or chaprasis or even less than that and, if so, what are the reasons of negligence and how are they to be remedied ?

Shri Bhakt Darshan : That has been given in the statement.

Mr. Speaker : The whole statement is answer to the question that he has put.

Shri Hari Vishnu Kamath : Is it a fact that they are getting even less than what a peon or a chaprasi gets ?

Mr. Speaker : It is a fact. I can tell him.

Shri Vishram Prasad (*Lalgunj*) : In Uttar Pradesh primary school teachers' pay is Rs. 70/- per month. Even today the pay is Rs. 49·50 per month in the schools run by Harijan Welfare Board. In comparison to this a Central Government chaprasi gets double salary than those teachers. Is Central Government, in cooperation with Government of Uttar Pradesh, planning to increase their salaries or to give any help ? If so, to what extent......

Mr. Speaker : This all they have told- how much they will give and how much not.

Shri Vishram Prasad : Is the pay Rs. 49/- or Rs. 49:50 per month or not ?

Shri Bhakt Darshan : I feel ashamed to accept this that amongst all the States of India teachers of Uttar Pradesh are getting the lowest salary today.

Shri S. M. Banerjee : Shame, shame.

Shri Bhakt Darshan : But for this the Central Government and the State Government is trying their best and I am confident that very soon this problem will be solved.

Dr. M. S. Aney : Is the responsibility of the Government for fixing the salary of the teachers conditioned by the necessity of the employee or by the resources of the State Government ?

Shri Bhakt Darshan : Obviously, the resources of the State.

Dr. M. S. Aney : That is no reply at all.

Shri Gaurishankar Kakkar : (*Fatehpur*) : They have just now told that the salary of Uttar Pradesh teachers is the lowest. This is the reason that the secondary school teachers in Uttar Pradesh have given notice for the strike. Mr. Chagla in his statement regarding this strike at Lucknow has accepted the fact that their demand is justified and it should be fulfilled.

I would like to ask if the Government of Uttar Pradesh has taken any specific steps to increase their salaries or has the Central Government given assurance for any special help ?

Shri Bhakt Darshan : I have already said that at Lucknow the Minister of Education had a detailed talk regarding this with the officials of Uttar Pradesh. I would also like to say that when the teachers delegation met him he showed full sympathies but at the same time he also said that they should not go on strike uuder any circumstances. The papers never published his advice for not going on strike but published his sympathies to them in big letters.

Mr. Speaker : Papers to be laid on the Table.

Shri Daji : Sir, May I make a submission ? I had given an adjournment motion on the same issue but it was disallowed. I do not find my name in this. Will you allow me to put a question on this ?

Mr. Speaker : All right.

Shri Daji : I would like to ask the Prime Minister, who is present here fortunately, that in view of the unanimity about the necessity of the teachers and also the unanimity about the sympathies of the Central and State Governments and because the only drawback is the resources, will the Prime Minister make a bold and imaginative intervention and allocate some money outside the normal funds so that the teachers' demands are satisfied and this burning problem gets solved ?

The Prime Minister and Minister of Atomic Energy (Shri Lal Bahadur Shastri) : This is a suggestion for action. I take it from the hon. Member. Naturally, this matter about the resources have to be very carefully gone into. Therefore, I can only say that I take it from the hon. Member.

Shri S. M. Banerjee : The strike can be withdrawn if you intervene.

Shri Lal Bahadur Shastri : I am sorry I cannot give any categorical assurance just now. (interruption).

CHAGLA SAYS PAY BOARD INADVISABLE

The issue of teachers' agitation figured in the Rajya Sabha also. The Education Minister, Mr. M. C. Chagla, told questioners that the question of making further allotments for increasing the emoluments of teachers was a matter to be tackled jointly by the Education and the Finance Ministries and the Planning Commission.

He said, "it would appear" that State Governments were doing their best and had "in fact spent much more than what was provided for improving the salaries of teachers. The Government of India had also borne its share of the expenditure and stressed the need for further improvements in various directions."

Mr. Chagla said that he had himself taken up this issue "vigorously with the State Governments ever since I took up this portfolio and have found that in many cases States have taken on themselves quite a heavy burden on this account although the resources were already pledged to various development schemes of the Third Plan. The financial problem is of a formidable size which has been made still more difficult because of inflation. Therefore, the Government of India feels that while efforts to improve the salaries of teachers, particularly in those States where they are very low, should be pursued vigorously, may be in the non-Plan sector also, there is no just cause for agitation by teachers all over the country as indicated in the calling attention notice (given by Mr. Bhupesh Gupta).

On the suggestion made by some that there should be a pay commission to determine the pay scales of teachers all over the country, the Union Education Minister said that there were some "inherent difficulties" in this approach in as much as the emoluments of teachers in different States differd partly because they were related to the pay scale of other similar employees as also to the cost of living and availability of teachers. When this matter was discussed in the Central Advisory Board of Education (in May, 1963) it was felt that the appointment of such a pay revision committee might raise expectations without corresponding arrangements to find funds for implementing the recommendations which might be made by it.

Disparity in Pay

On the question of disparity in the emoluments of teachers

of aided schools as compared with the emoluments of teachers in Government schools, the Education Minister said that the Union Government had requested all the State Governments to eliminate this disparity as far as possible. But this also involved a decision that the qualifications of teachers in private schools, as also the method of their recruitment, would be the same as that of the Government school teachers.

The provision of funds for increase in emoluments of teachers in the Third Plan was about Rs. 8·34 crores for elementary education and Rs. 3·03 crores for secondary education but as a result of the insistence of the Union Government as well as the realisation by the State Governments that teachers should receive a fair deal, the actual expenditure on these schemes was estimated to be about Rs. 22·94 crores for elementary teachers and Rs. 14·63 crores for secondary teachers.

The Government had also been stressing the need for adoption of the triple benefit scheme (pension, provident fund and insurance) by the State Governments. A number of States had made a beginning with this scheme. Others would be taking it up when funds permitted. The Centre was also examining a pension scheme for teachers of private schools in the Union territories. Its financial implications were under scrutiny.

The Government had also established in June 1962, the National Foundation for Teachers' Welfare to promote the welfare of teachers generally, and in particular to alleviate distress amongst them and their dependents. The Foundation now had about Rs. 75 lakhs collected from Government grants and private contributions. From September 5, 1964 it had been decided to commence the release of funds in individual cases and a beginning had been made in this direction.

National Problem

In their questions, members belonging to all parties urged the Government to give immediate attention to the demands of the teachers and deal with them as "a national problem."

Mr. Bhupesh Gupta said that the Centre should make available to State Governments additional funds outside Plan allotments so that they could meet the demands of teachers. Mr. Gapta complained that the West Bengal

Government had not even fulfilled the promises given to the teachers by the late Dr. B. C. Roy to improve their lot.

Mr. Dattopant Thengari said that when the Education Minister himself failed to succeed "despite his best efforts" to get a uniform pay scale for teachers what steps he would suggest for teachers to meet their grievances ?

Mr. Abid Ali said that while the Government should give a "fair deal" to teachers, they should also ensure that the grievances of teachers were not exploited by "anti-national" elements.

Mr. Chandra Shekhar asked Mr. Chagla to convene a conference of State Education Ministers and impress upon them the need for meeting the demands of teachers as early as possible.

Mr. Akbar Ali Khan wanted the Education Minister to hold discussions with the Union Finance Minister to get additional allotments of funds before calling a conference of Education Ministers.

Mr. I. K. Gujral said that immediate steps should be taken both by the Centre and the States to meet the demands of the teachers instead of "forcing them to the wall."

Mr. Mohan Dharia said that owing to the high cost of living, teachers received much less than what they got in 1939 In such conditions, unless the Government moved in the matter quickly, they could not prevent teachers even from resorting to hunger strikes.

Dr. B. N. Prasad said that the problem of "starving teachers" was a serious one which should be considered as "a national problem" needing an urgent solution.

Prof. Ruthnaswamy asked the Education Minister to go all out to convince his colleagues of the urgency of the problem.

Mr. Chagla replying to the questions said that he would be very happy to call a conference of the Education Ministers. But they would again ask him to get money outside the Plan from the Finance Minister. He would, therefore, take up the matter with the Union Finance Minister and the Planning

Commission so that the problem could be dealt on an all-India level. Everyone was convinced that the teachers were poorly paid. "The question is one of finding more money."

THE HINDUSTAN TIMES (NEW DELHI)
FRIDAY, FEBRUARY. 19, 1965

Teachers' Pay

The one-day mass fast observed by secondary school teachers all over the country, although a questionable way of drawing attention to their grievances, highlights the need for some immediate action to give effect to the hollow expressions of sympathy so commonly voiced in high places from time to time. In all discussions on the subject, there is complete unanimity about the teachers' key role in giving shape to the future of the country. It is patent that the responsibility of guiding the young and impressionable cannot adequately be discharged by persons living so desperately near the subsistence level as not to be able to give off their best. There is also the well-founded case for a progressive improvement in the teachers' present humble scales of pay to attract the most gifted and those inspired by a true sense of vocation. But quite apart from these human and sociological reasons, there are good economic grounds for urging a definite commitment in the still-to-be-finalized fourth Plan in favour of a substantially higher allocation for education, including, better salaries for teachers. The teacher occupies a vital position in a good educational system : no single component contributes as much to the quality of the end-product. It takes a considerable period of gestation, moreover, for investment under this head to begin to yield its rich dividends. To go on deferring this decision for a time in the distant future when the financial resources can more readily be allotted would be short-sighted.

In the course of their peaceful and silent demonstrations, the teachers drew pointed attention to the memorandum submitted by their representatives to President Radhakrishnan last year. In its scope, this document purposefully travels beyond the mere demand for higher salaries for teachers. It calls upon the authorities to bring to bear a fresh perspective on the problem of education as a whole. The Planning Commission would do well, before it finalizes its recommendations under the various sub-heads of social services, to give the teachers' demands sympathetic consideration. A

real effort must be undertaken to make a start in the raising of educational standards now, if necessary by recasting the order of priorities. To miss the opportunity of doing present justice to the cause of education in this country may well prove self-defeating.

THE TIMES OF INDIA (NEW DELHI)
SATURDAY, FEBRUARY, 20, 1965

Just Demands

It is not fair to drive men to despair and then ask them to be patient. The patience of school teachers has been sorely tried over the last 18 years during which they have waited in the vain hope that something would be done to better their lot. But while prices have continued to rise no concerted action has been taken to revise their pay-scales or secure them other benefits. The fast undertaken by thousands of teachers throughout the country on Sunday was a desperate expedient to draw the attention of the public to their sad plight. They have not put forward any new demands. All that they are asking for is early action on the petition which they presented to the Speaker of the Lok Sabha last year. The demands are by no means extravagant. Government spokesmen themselves have admitted that the disparties in pay-scales and service conditions in Government, municipal and private schools are iniquitous and should be done away with as soon as possible. The demand for the extension of gratuity, pension and insurance benefits to teachers in municipal and private schools only repeats what was recommended by the Mudaliar Commission 12 years ago. The demand for a secondary school grants commission for "exercising effective control over the States" is already being considered by the Government which ought to know by now that without some such authority it will be impossible for it to implement any plan to end the present disparities in service conditions.

If the Government thinks that the States will introduce better and uniform pay-scales of their accord it will have to wait for ever. Most of them have not even cared to take advantage of its offer to meet fifty per cent. of the cost of bringing the pay-scales in municipal and private schools up to the levels of those in Government schools. There is no need to set up another inquiry commission to find out what ought to be done. On the basis of available data regarding the service conditions of school teachers in different States and in different types of schools, it can straightaway work out

the cost of equalising the pay-scales and extending the triple benefit scheme to teachers in all schools, and devise a new formula for sharing this cost which is acceptable to all the States. It will have to take some such action if it is keen on fixing the minimum salary of teachers at Rs. 100 per month. As Mr. Chagla himself said not long ago, "no teacher can do good work or successfully mould the character of the young who are placed under his stewardship if all the time he is plagued by financial worries."

THE HINDUSTAN TIMES (NEW DELHI)
THURSDAY, MARCH 4, 1965

Teachers' Pay

It is unlikely that the Planning Commission's proposal for setting up a committee or commission to determine maximum and minimum pay scales for teachers will raise the spirits of that much harassed community. There has never been any lack of sympathy for the lot of teachers nor any lack of plans for their uplift. But concrete results have been singularly unspectacular. What is worse is that expectations of substantial results would in existing circumstances be plainly unrealistic. When Mr. T. T. Krishnamachari expressed his inability in Parliament the other day to find more money for teachers he was not being indifferent to the teachers' needs but was only emphasizing the difficulty of meeting those needs. At the beginning of the second Plan, the minimum basic salary suggested for an untrained primary school teacher was Rs. 40 and for a trained primary teacher Rs 50. Progress towards reaching these salary levels has been made in all States and in some the targets are said to have been exceeded. According to an estimate, at the end of the third Plan, there would be only one state where the minimum emoluments of a teacher would be less than Rs. 55. In four States, the salary range would be between Rs 56 and Rs 65; in five, between Rs. 66 and Rs. 75, and in five others, over Rs 75. Additional benefits such as the Madras Government has provided through a pension-cum-provident fund.cum-insurance scheme may augment a teacher's real wages; but even so, his income will compare unfavourably with that of a semi-skilled worker in large industrial undertaking. It will be futile to expect any improvement in the quality of teaching or in the attitude of the teacher to his vocation if conditions of service remain as they are. An attempt at indirect amelioration has been made in some States by bringing the village school teachers within the

framework of the community development schemes. But this has only led to complaints like those heard in Rajasthan lately that the sarpanch in a development block is too often inclined to trade the village teacher as his man-of-all-work.

In what other ways the teacher can be given some immediate relief is not an easy question. About 50 per cent of the total third Plan provision for education is earmarked for primary education. With another 21 per cent or so for secondary education, the balance is hardly sufficient for financing all the various schemes which are under way for promoting higher scientific and university education. Any substantial upward revision of the pay scales of lower school teachers may well swallow up the entire Plan allocation for education of Rs. 420 crores or so. There are about a million and a quarter teachers in the country's primary schools and about 300,000 in its middle schools. These numbers will increase with every effort to carry out the constitutional provision for free and compulsory education up to the age of 14. Either we have to insist on minimum standards (including standards of pay for teachers) or we have to pursue the quantitative targets implied in the constitutional directive at the sacrifice of quality. We cannot have both.

RATIONALISATION OF TEACHERS' SALARIES

Memorandum of the Orissa Secondary School Teachers Association

1. *Uniformity in Pay Scales:*

At present there is no uniformity in scales of pay of the two categories of teachers—the government and the non-government school teachers. The invidious distinction in pay scales between them still exists. Broadly speaking the Government have accepted the principle not to have any glaring difference in the scales of pay of the two classes of teachers. In the last week of April, 1964 the State Education Ministers conference was held at Delhi and all the State Governments have submitted salary scales and dearness allowance statements of secondary school teachers to the Union Government. From the salary statements given by the various State Governments, it is learnt that the Governments of Andhra, Assam, Gujrat, Jammu and Kashmir, Madras, Maharastra, Mysore, Orissa, Rajasthan and Uttar Pradesh have submitted one scale of pay while the

Governments of Bihar, Kerala, Madhya Pradesh, Punjab and West Bengal have submitted two scales of pay—one for Government school teachers and the other for non-government school teachers. It appears from the statement submitted by our government that there is only one scale of pay for teachers of both government and non-government school teachers but in fact there are two scales of pay with a token difference, as it is said, between the two.

2. Service Conditions :

It is regretable that there are no uniform service conditions for secondary school teachers of Orissa. There is virtually nothing to justify the existing wide disparity in pay scales and service conditions for teachers with the same qualifications and discharging the same responsibility. This difference creates a sense of bitterness among secondary school teachers.

Our Government have realised this fact have said in resolution No. 18027-E dated 1-8-1964 "Government have under their own management quite a few types of high schools in which conditions of service of the employees vary from category to category. This difference in the pattern and in the conditions of service has not only evoked public criticism but it has also created certain administrative difficulties and tended to the lowering of standards in institutions. It is for this reason that the Government had for some time past under their consideration the question of rationalisation of high schools." In accordance with that resolution, Government have converted different types of high schools under their management into 'A' type high schools. But the case of the full.net-deficit high schools, high schools managed by the local bodies and aided secondary schools have not yet been taken up. So the invidious distinction in pay scales and service conditions still exists. The rationalisation scheme carried out by the Government covered up only a few schools, 110 only in number, while the vast majority of high schools have been left untouched. This, in fact, did not solve our problem.

In the State of Orissa broadly speaking there are two types of high schools: (1) government high schools and (2) non-government high schools.

Government High Schools : The Government have under their own management five or six types of high schools. They are (a) Zilla schools (b) A type government high schools (c) B type government high school (d) Ex-district board high

schools (e) Ex-anchal high schools. The total number of high schools in these five types is 115.

The Headmaster of a Zilla school is in the selection grade and it is a Gazatted post, that is, it is in class II of Orissa Education Service. The scale of pay of a headmaster of a Zilla school is at a par with the lecturer of a college or the Deputy Collector of the Revenue Department and it is Rs. 260-780.

The Headmaster of A type and B type high schools get Rs. 250-425. It is a non-gazetted rank. The other teachers of Zilla schools, A type and B type high schools get the same scale of pay. The employees of Zilla schools and A type high schools get pension whereas employees of B type high schools get P. F.

The Headmasters of ex-district board and ex-anchal high schools get the scales of pay Rs. 215-335 which is the scale of pay of a headmaster of a non-government high school. The employees of these high schools get only P.F.

We find that there is no uniformity in scales of pay, service conditions and retirement benefit. Therefore the Government had under their consideration conversion of all these types of schools into one type government high school. All these five types of high schools have become A type government high schools from 1-6-1964, and for this we express our heartfelt gratitude to the Government.

The Government have under their own management another type of high school called full-net-deficit high schools. The scales of pay of headmasters and other employees of full-net-deficit high schools are those of the employees of the ex-district board, ex-anchal, aided and local body high schools. Employees of these high schools get only P. F. As a matter of fact Government have under their own management six types of high schools. Really it is a matter of regret that the Government have not at all considered the case of sixth type of high schools, namely the full-net-deficit high schools, while taking up the rationalisation of high schools.

Non-Government High Schools: In the state of Orissa the non-government high schools form the bulk of the total number. The high schools managed by local bodies, ex-district boards, ex-anchals, full-net-deficit and aided high schools belong to non-government type. But from 1-6-1964

the ex-district board and ex-anchal high schools had been converted into A type Government high schools. Now from 1-6-1964 our State will have thefollowing types of high Schools : (a) Government Zilla schools (b) A type Government high schools (c) Full-net-deficit Government managed high schools (d) Non-Government high schools (aided and local body).

There is, thus, an invidious distinction in scales of pay of Government and Non-Government school teachers. The Government have been saying only token difference is maintained in pay scales of government and non-government school teachers. The following scales of pay show that this is not true :

Posts	*Government*	*Non-Government*
Headmaster of Zilla schools	Rs. 260-780	—
Headmaster of A & B type schools	Rs. 250-425	—
Headmasters of Ex-district board Ex-Anchal, Full-net-deficit, Aided and Local Body high schools.	—	Rs. 215-385

(From 1-6-1964) the teachers of ex-district board and ex-anchal will get scales of pay applicable to Government schools.)

	Government	*Non-Government*
Trained Graduate	Rs. 185-325	Rs. 175-300
I. A. C. T.	„ 115-180	„ 110-175
Untrained I. A.	„ 110-155	„ 100-150
Matric C. T.	„ 100-155	„ 100-150
Untrained Matric	„ 80-135	„ 80-125
Classical, Sahitya Acharya	„ 115-220	„ 110-215
Hindi Teacher	„ 115-220	„ 110-195
Art teachers	„ 110-195	„ 110-195
Physical Training Instructor Matric	„ 100-155	„ 95-150

It is hoped that these difference are removed at an early date.

We, therefore, keenly feel that there should be uniform pay scales and service conditions for all secondary school teachers—government as well as non-government. As a matter of fact there should be uniform national pay scales and service conditions for teachers all over India so that we will feel the spirit of oneness and that India is one.

3. Security of service :

Another burning problem that concerns us most is the security of service of teachers. Certain Managing Committees are not treating teachers properly and are dismissing them without any palpable reason or justification.

Therefore we pray that reasonable security of service should be guaranteed to teachers uniformly. Further, we feel that an appellate body be constituted by the Government with the president of the Orissa Secondary School Teacher's Association as one of the members. The decision of this committee shall be binding on the managements.

4. Triple Benefit Scheme :

Uniformity of service conditions and national pay scales for teachers will be incomplete without early implementation of the Triple Benefit Scheme of all secondary school teachers of Orissa. Some states of the South have already implemented this scheme either wholly or partly. Sometime back our Government have accepted the principle of this scheme. The then Education Minister, Sri Pabitramohan Pradhan, while welcoming the Union Minister on the occasion of the opening ceremony of the Regional Training College of Education at Bhubaneshwar announced that the Scheme had been accepted. Recently the Government have announced that the pension scheme would be applicable to the primary school teachers with effect from 1-4-1964. We request that early orders may be passed extending the scheme to secondary schools also.

BOMBAY STATE FEDERATION OF TEACHERS ASSOCIATION

A Case for a Rise in the Dearness Allowance Paid to Secondary Teachers

Introduction :

On behalf of the secondary teachers in the State of Maharashtra whose number has already risen to the impressive figure of 35,000 and with the rapid spread of secondary education in the State, especially in the rural areas, whose number promises soon to be doubled, we wish to place before the people our most urgent grievance, namely, the extreme inadequacy of our total emoluments in the context of the present ever soaring prices.

Comparisons

A comparative study of the scales and other benefits received by Government employees—both Central and State and employees of such semi-government organisations as Bombay Port Trust and Bombay Municipal Corporation with qualifications similar to those of secondary teachers will convince us that the pay-scales, dearness allowance and other facilities enjoyed by the employees with qualifications equal or even inferior to those of the secondary teachers in the private sector concerns of even medium size which now-a-days abound in our country, are far better than those of the Government or semi-Government employees. It is no wonder, therefore, that in the present-day ideological environment of the country based on the philosophy of each for himself, the best talent is pressed into the service of the private sector and the public instructions are required to be content with mediocrities. The total monthly emoluments of a matriculate S. T. C. secondary teacher at the start in Bombay is only Rs. 140·50 P. while that of a Central Government U. D. C. is Rs. 172·50 P, State Government Clerk Rs. 167/- Bombay Port Trust Clerk is Rs. 217·50 P., Bombay Municipal Corporation Clerk is Rs. 140/-. Even a Bombay Municipal Corporation primary teacher gets a starting total emolument of Rs. 135/-. In respect of the maximum emoluments of this grade, the injustice done to the secondary teacher is all the more glaring. While the Central Government clerk reaches upto Rs. 368/-, the State Government clerk to Rs. 362/-, the Bombay Port Trust clerk to Rs. 352/- and the Bombay Municipal Corporation clerk to Rs. 355/- and even the Bombay Municipal Corporation primary teacher to Rs. 340/-, a matric S. T. C. secondary teacher can aspire after the completion of 22 years of service to a total of Rs. 232·50 P. Even a B. A., S. T. C. secondary teacher, after the completion of 20 years of service in the new scale can reach a maximum of Rs. 290/-. To place the picture in a proper background, we would like to mention one or two modest scales from the private sector. A junior clerk in a textile mill draws at the commencement of his service a total salary of Rs. 192·50 P. and hopes to reach a maximum of Rs. 382·50 P. even if he continues to be a junior clerk all his life. A junior clerk in the textile industry

in Bombay who is invariably merely a matriculate, gets over his starting basic salary of Rs. 75/-, a dearness allowance of Rs. 117·50 P. (Rs. 7·50 P. more than the dearness allowance paid to the operative) at the cost of living index number 483. The clerks drawing a basic salary of Rs. 100/- to 200/- are paid an additional dearness allowance of Rs. 15/- over the operative's dearness allowance. The wage-scales and dearness allowance rates paid to the clerical employees in the various factories in the rapidly growing engineering, pharmaceutical and other industries, are even better than the textile wage-scales cited above.

The lowest paid common worker in the Cotton Textile Industry in Bombay used to be paid a meagre wage of Rs. 20/- to 25/- in the thirties. In 1948 a basic wage of Rs. 30/- per month plus a dearness allowance neutralising 90 per cent rise in prices was assured to him. Today, the worker draws a total wage of Rs. 150/-. We must express our appreciation of the great efforts put in by the workmen in the textile industry and various other industries in rising themselves to higher economic and social status out of morass of abject poverty to which they were confined in the past. Nearly 4 lakh workers in Bombay draw a dearness allowance at the textile rate, which comes to about Rs. 110/- per month at present, in addition to a basic wage, which in the case of all these workers, is above Rs. 30/-.

Justice Rajadhyakshya in the dispute between the Post and Telegraph Department and its non-gazetted employees, for the first time, laid down that the coefficient of difference between the cost of living of the subordinate staff and that of the clerical staff to be about 80 per cent. Certainly, we are not of the opinion that in the new context obtaining in our country, the differential between the subordinate staff or the workers and the clerical staff or the middle class employees should be maintained in tact. That proposition will not only be impracticable in the new context, but also wrong in principle. However, we do expect that meagre as our standard of living was, the same should not be allowed to deteriorate and that we should be entitled to participate in the fruits of national development to some extent, although not to the extent that those whose standard of living was even lower than ours will be entitled to.

Recommendations by the official Committees:

The scales of the secondary teachers were for the first time standardized in the old Bombay State by what is popularly known as Ghate-Parulekar Committee in 1948. The Committee fixed the lowest scale of the profession, i. e. of a matric S. T. C. at Rs. 58-2-80-EB-4-120. The Committee further recommended a special allowance of Rs. 20 to 30 for Bombay and Rs. 10 to 20 for Ahmedabad, Poona, Surat and Sholapur. Thus the minimum wage fixed by the Ghate-Parulekar Committee for a Matric S. T. C. was Rs. 76/- and maximum for the same grade being Rs. 145/-. The Committee had clearly stated in its report that the level of cost of living which they had in mind while proposing the scales was of the order of consumer price index number 170, which the Committee stated was "roughly a mean of 160 and 175". The Ghate-Parulekar Committee in line with the first Central Pay Commission had expected the cost of living index to stabilise somewhere between 160 and 175, taking the pre-war index to be 100 and they, of course, did not visualise that the prices would keep on soaring and unlike the Central Pay Commission the Ghate-Parulekar Committee had not provided for any dearness allowance. The scales and service conditions of the secondary teachers were revised for the second time in 1959 on the basis of the report of the integration Committee for Secondary Education appointed by the Bombay State Government. The Committee was thoroughly apprised of the economic condition of the secondary teachers in the State by the results of various socio-economic surveys of the teachers conducted at various places in the State. The Committee fully realised the difficulty of recruiting well qualified men for the profession and of the desirability of improving the quality of recruits to the teaching profession. The Integration Committee proposed new scales, the minimum scale, that of S. S. S.–S. T. C. being Rs. 80-3-110–EB–4-150-EB-5-175. With regard to the dearness allowance, the committee did not make any specific recommendation except for saying in the chapter on grant-in-aid that "at present dearness allowance is paid to the teaching staff in the old Bombay State area at the same rates at which some classes of Government servants receive dearness allowance and the expenditure on that account is assesed for a grant at 50 per cent. etc." The Committee recommended the continuation of the same practice. The committee, while

prescribing the scales presumed that the Government would continue to pay the dearness allowance that may become payable from time to time to the Government employees with the variations in the consumer price index number broadly according to the formula for dearness allowance laid down by the first Central Pay Commission. The Ghate-Parulekar Scales, as clearly stated by the Ghate-Parulekar committee in their report, were prescribed for the consumer price index level of 170 points with 1939 price level as 100. The Integration Committee has mentioned in its report that the consumer price index number at the time of writing the report stands at about 389 as against 100 in 1939 Rs. 50/- of the Ghate-Parulekar scale with the local allowance of Rs. 20/- for Bombay at Rs. 170/- cost of living index number 389. The start given by the Integration Committee with all the allowances totals upto a bare amount of Rs. 132·50 P. The maximum of the Ghate-Parulekar scale for a Matric–S.T.C. with the Bombay Local Allowance amounted to Rs. 145/- which amount would be worth Rs. 330/- at the consumer price index level of 389. It can be easily seen that the minima and maxima proposed by the Integration Committee, inclusive of all the allowances, fell far short and was far from adequate to protect whatever standard of living, which may have been prescribed by the Ghate-Parulekar Committee for a Matric–S. T. C. secondary teacher, and yet the Government thought it fit to cut down the minimum and maximum of almost every scale in a substantial measure. The following table gives comparative picture of the recommendations of the Integration Committee and Government's decision on these recommendations.

Category of Teacher	Integration Committee Scales	Scales Applied By Government
Matriculate	Rs. 65—75	Rs. 65 p. m. fixed pay.
Matric S. T. C.	" 80–175	" 70—150
B. A., S. T. C.	" 110–250	" 110—200
B. A. B. T.	" 125–300	" 120—300

Our Demand

This will convince any impartial judge of the need to basically reconsider the whole wage-scale structure of the secondary teachers. However, at the moment the hardship to which we wish to draw your attention is the extreme inadequacy of the dearness allowance paid to the secondary teachers. The new scales short of requirements as they are,

were even made an excuse to deprive the secondary teachers of the increases received by the Government employees in dearness allowance during the last 3 years. During the period the Government employees received two increments of Rs. 10/- each in their dearness allowance. The second Five Year Plan made a promise to the working class and the middle class employees that they will get a share in the developing national wealth through a structure of continually rising wages, Right to fair wage was recognised. The 15th Tripartite laid down in concrete terms the requirements of a minimum fair wage. The working class and middle class employees were further assured that those of them who are on the minimum level of earnings shall be guaranteed hundred per cent. neutralisation against the depreciation of value of money as a result of rise in prices. These assurances are being implemented in the private sector, public sector and to a lesser extent even in the case of Government employees under the continuous and militant vigilance of the trade unions of the employees in these sectors. But it is the misfortune of the secondary teachers that they have not only not gained any share in the prosperity of the nation, but have been denied even the protection to their earnings against continually rising prices. The Ghate-Parulekar Committee had dreamt that they would "like to see that young men of talent are attracted towards small towns and villages and are provided with favourable living conditions under which they can live and work. We would like them to buy their daily paper and to build up a small library of their own. Taking into consideration all these factors and the complications and administrative difficulties which may ensue as a result of multiplicity of scales, we have proposed uniform scales for the whole province." Whatever little margin the Ghate-Parulekar Committee may have intended in their scales for the mofussil areas has been completely wiped off and the rise in cost of living has invaded the portion of barest necessities. As pointed out earlier Rs. 50/- of the Ghate-Parulekar scale are worth today Rs. 147/- at the present cost living index figure of about 500. Actually a mosfussil teacher today gets a total starting salary of Rs. 115/- only. What we have here is an absolute deterioration in the standard of life of the secondary teacher in cities, the towns and the rural areas. Substantially below the level laid down as far back as 1947 by the Ghate-Parulekar Committee. Nothing can justify this attitude of neglect towards secondary teachers.

The right guaranteed to all other minimum earners of the working class and the middle class cannot and must not be denied to the secondary teachers. They have had and have the opportunity to agitate for their demands before Tribunals and Commissions and to get the accepted norms of national policy implemented in their case. The secondary teacher is denied this opportunity and therefore, the responsibility for doing justice to the secondary teachers rests in greater measure on the Government, as we have pointed out in our resolution dated 26–2–1964.

In 1962 when the consumer price index was 464 with 1939 as 100, secondary teacher suffered a depression of Rs. 20/- in dearness allowance in comparison with bankmen, L. I. C. employees and State Government employees. These employees got 2 Rs. 10/- increments in dearness allowance which were not given to the secondary teachers. In December 1963 the cost of living index figure has risen to an all-time high figure of 507. The first Central Pay Commission had considered a rise in dearness allowance of Rs. 5/- for every rise of 20 points in the cost of living index to be necessary. On this basis the secondary teachers are legitimately eligible for a third increase of at least Rs. 10/-. We, therefore, urge upon the Government to give serious thought to the plight of the secondary teachers, to the responsibilities devolving upon them, to the effect their material conditions must inevitably have on their capacity to fulfil their responsibilities and grant fully the demand of the increase of Rs. 30/- in dearness allowance at present paid to the secondary teachers, which is meant only to recover from the deterioration of the past several years. Government cannot and must not absolve itself from the responsibility of protecting existing standards of living of people engaged in production and in service of the society. In view of the failure of the government to hold the price line the responsibility is all the greater.

We hope that the Government will give sympathetic consideration.

RECENT ACHIEVEMENT OF INDIA IN EDUCATION

by DHANWANT M. DESAI, *Reader in Educational Administration, M. S. University of Baroda*

THERE HAS been remarkable expansion in education in India since 1951, as a main achievement under a series of Five-Year Plans for national development. And while education in India is a state responsibility, with each of the sixteen States having virtual autonomy in this function, the central government has succeeded in developing a partnership between the Federal Education Ministry and the state education departments. The recent achievements in education owe much to this partnership and the accompanying financial support. One influence on State school systems is to encourage agreement with the national pattern of years for successive schools, which is 5-3-4-3. In some States the lower elementary stage is four years and the higher secondary school is three. But the recent trend is to make the intervals the same throughout the country, according to the national pattern.

Achievement at the Elementary Stage

In the elementary schools before 1951 there were only about 18 million children (42 percent). The remaining 58 percent could not be brought into school for several reasons. Foremost was the poverty of the State governments; they were not able to provide enough schools and teachers. But there were physical, social, and political obstacles too. Most of the population (87 percent) lived in villages and most (85 percent) were illiterate, so it was extremely difficult to persuade these parents to send their children to school–especially daughters. In fact, one-fifth of the Indian villages are so small (under a hundred) that it was uneconomical to set up schools in them. There are also large tracts of forest in the country with no settled population. The tribal people lived a nomadic life, and they do even now, moving from place to place in search of work for themselves and food for their animals. It was impossible to provide school facilities for the children of such people. Then too, certain diseases, like malaria and yellow fever were endemic in some areas,

and consequently the work of spreading elementary education there was greatly hindered. The unhappy social status of women and the popular prejudices against the education of girls were other serious obstacles in rural areas, especially the socially backward communities. The existence of the so-called *harijans,* the untouchable classes, created further impediment to universal elementary education in rural areas. On the top of all these, there was the abject poverty of the parent who could not decently clothe his child for school; and besides, he needed the child's earnings to supplement his own meagre income so the family wouldn't starve to death. Most of the States had laws for compulsory elementary education. The law could be enforced with a parent who was able to send his child to school but would not, but it was useless against extremely poor parents who just couldn't comply.

Even the lucky 42 percent who could go to schools did not get good elementary education. The elementary school curriculum consisted mostly of the academic traditional subjects. The methods of teaching employed were the "pouring in" type. For the children it was learning from the spoken word of the teachers, the black-board, and the prescribed single textbooks. The classrooms were designed to suit the "sit and learn" programs. A large number of schools did not have even their own buildings, and they met in either rented or rent-free apartments, some of which were utterly unsuitable for housing a school on account of bad ventilation and inadequate sanitary arrangements. Some of the studies of this period reported the existence of a fairly large number of schools held in tents, in thatched bamboo huts, or even under a large tree with only its protection from the vagaries of weather. Urban schools had hardly playgrounds for children.

This sad picture of the elementary school has been considerably improved during the past fourteen years of planned development. First, the enrolment in early elementary school has been raised to 70 percent (42 million) and in upper elementary to 25 percent (7 million). About 20 percent of the non-attending children either help their parents on farms, or work in factories, or help the family by doing petty jobs which yield some income. Local communities are taking a large part in either providing new school buildings or renovating the old ones to make them

suitable. The difficulties of providing proper school buildings continue to be acute in urban areas where concentration of population has been steadily increasing; and in cities like Delhi, Bombay, Madras and Calcutta, some elementary schools continue to be housed in apartments or tents or *dharmashalas* (public inns).

But a great step has been taken to change the learning within the classroom. A new type of elementary school, called the *Buniyadi Shala* or the Basic School, has been created. In this school the child receives most of the instruction through the medium of a craft which is selected on the basis of the needs of his local community. Spinning and weaving, gardening, carpentry, leather work, book craft, domestic crafts, pottery, and elementary engineering are some of the crafts adopted in Basic Schools. These crafts are not taught as mere crafts, but the whole instructional program in the school is woven around and through them.

For instance, when the craft of spinning is used in a school, children learn how spinning and weaving consituted the main domestic craft in India in the past and in the other countries of the world, and how the industrial revolution gradually changed the domestic craft into a major industry. The cotton used in spinning takes the children to the study of geographical conditions necessary for growing cotton, countries in which cotton is a main crop, and where and how Indian textile mills get their raw cotton. The threads spun in an hour, the measurement of the cloths' length, and calculation of its price according to the market rate give students concrete learning experiences in arithmetic. The wheel of the spinning rod, its position, size, weight, etc., forms the basis of learning in mechanics and physics. In this way the basic craft and subsidiary crafts are utilized to provide students with integrated knowledge, as well as training in productive, marketable work, all of which improves their social efficiency.

Basic Schools are activity schools where children learn to work in groups and develop qualities of cooperation and team spirit. Even religious and national festivals are used as media of instruction and character training. Basic School children also get plenty of opportunity to work with the local community and to contribute social service in the form of work projects for village cleanliness, repairing village roads,

and disseminating information about health rules and balanced food to their illiterate parents and neighbours. Basic Schools have succeeded in becoming very real community centers for small villages.

Achievement at the Secondary Stage

With rapid expansion of elementary education, a corresponding increase in enrolment at the secondary stage was inevitable. In 1950 there were about 6,700 secondary schools with about a million enrolled. By 1961 the number of secondary schools had soared to 16,600 and enrolment to about 2·9 millions. In the present stage of the economic development in India, any attempt to make secondary education universal would create difficulties in finding enough employment for the high school graduates. At the same time it will be difficult to close the doors of the secondary schools to the ever-increasing tide of eager adolescents. The government is trying to set up comprehensive schools with diversified practical courses (called the *Mulipurpose schools*) to cater to the various needs and capacities of adolescents. These schools provide integrated courses grouped under seven broad headings—humanities, sciences, commercial, agricultural, technical, fine arts, and home economics—in order to allow for some integration and consolidation. Instead of allowing pupils to choose from a wide range of optional courses according to their individual preferences as is done in some western countries, the grouping of subjects under broad divisions has been preferred in India.

Along with the provision of the new type of multipurpose schools, the old high schools are also reorganized into what are called *higher secondary schools*. The new higher secondary school has one more grade than the old high school—the grade XII. Its curriculum is considerably enriched and integrated so that the attainment of its graduate will be comparable to that of the university student with two years of study in an Intermediate College. With the lengthening of secondary education by one additional year, the adolescent can now stay in school one year longer, he will be graduated as a more mature student than before, and if he enters a university, he will be able to profit more fully from the courses offered there.

The trend toward three to four fold increases in enrolment has extended upto the university stage during the past

thirteen years of planning. As against 19 universities with a quarter million enrolment in 1947, there are now 54 universities with over a million enroled. The affiliating and examining universities of the British period are assuming teaching and research functions in an inereasing degree. The former four-year undergraduate programs are reorganized into three-year integrated programs that are in keeping with the reformed and diversified curriculum at the secondary stage. The general education program introduced in humiпities, sciences, medicine, engineering, technology, and commerce schools is calculated to correct some of the narrow over specialization, and provide more rounded higher education. Through the five-year plans, the libraries and laboratories in universities and private calleges have been considerably expanded; the salaries of university teachers have been doubled and tripled. In 1947, a college lecturer used to receive on an average Rs. 150 ($ 32) per month; now he gets Rs. 400 ($ 84). The professor receives three times as much as the lecturer. The Government of India has set up a University Grants Commission to give universities financial assistance for maintaining high standard in teaching and research.

But several problems have arisen in higher education, too. While the language of instruction in the elementary and secondary schools is the regional language of the State, two-thirds of the universities impart all education in English. This has made the lot of the young entrants to the universities miserable, because they can hardly understand college lectures and prescribed text-books. As for social climate, there is very little interaction or personal relationship between the students and the professors. Credits and grades depend on a single final examination conducted by external examiners, this fact which has tended to make the student negligent of his studies for most of the year and burn the midnight lamp in the last month or two before the examination. If this examination turns out to be a difficult one, the infuriated students tear up question papers, attack supervisors, destroy university property, and at times go on hunger strike, squatting in front of the university president's house or forcing other students to boycott all other university examinations. This is, no doubt, an ugly picture, but none the less it provides pointers to some of the reforms in the

organization of teaching and examinations and of staff-student relationships that are urgently needed in Indian universities.

While Indian education is rapidly expanding and improving the swift rising population reduces much of the effectiveness of planned development. During the past decade alone, the population has increased by 139 million per thousand of population, the birth rate is 41 while the death rate is 22. The campaigns for birth control as yet are ineffective in rural areas. This would make the task of raising the literacy percentages, which are now 24·0, to any decent figure in the near future extremely difficult. The per capita national income of Rs. 330 (about $ 70) makes the work of improving the quality of instruction and enriching the school program extremely slow, and one wonders how much time must elapse before an Indian child can hope to have an elementary and secondary school comparable with those of the United States.

ABSTRACTS FROM EDUCATION JOURNALS

Organisation and administration of teacher education in India, Atmanand Misra. *Education and Psychology Review, 4 (3) July 1964, 120-123.*

THE WRITER suggests that the Central Government should take steps to set up by law a National Council of Teacher Education charged with the responsibilities of planning, coordinating and financing teacher education at all levels. It should consist of the representatives of the Government of India and the States, University Grants Commission, National Council of Educational Research and Training, Universities, Teacher Training Institutions and non-official educationists. The functions of the Council will be as follow: (i) To plan for the development of teacher education in the country; (ii) To set and maintain standards for teacher education and establish inter-state parity in standards; (iii) To coordinate efforts for improving teacher education; (iv) To provide grant-in-aid to the State Councils and teacher training institutions; (v) To collaborate with other agencies in and outside the country in the furtherance of its objectives. The other measures suggested for improvement of the teacher education are the establishment of the State Council of Teacher Education in each State, establishment of a separate Faculty of Education in every Indian University. Apart from these the teachers' colleges should work to their maximum capacity and enrol at least 300 students. They should make adequate arrangements for practice teaching with the help of the staff of the cooperating schools which should be remunerated for the work.

The status of teachers. Teacher's Journal, 43 (4) April 1964, 112-113.

An international Committee of experts met recently at Paris to study the professional, economic and social status of school teachers. The Committee suggested immediate or long term action which Unesco might undertake to help teachers fulfill their professional responsibilities. Its

recommendations include: (1) The preparation of studies in comparative education dealing with opportunities for teachers to move from one level of teaching to another. (2) A factual enquiry on the status of teachers presently working in private schools. (3) The establishment of a code of ethics for teachers to follow on entering the profession. (4) Comprehensive studies of the changes in the character of initial teacher training and parallel studies of refresher course for present teachers. (5) Studies for drafting an international instrument on the status of non-teaching members of the educational profession, such as administrators, supervisors, inspectors and research workers. (6) A critical evaluation of the actual result of teacher exchange programmes. (7) The organization of international and regional seminars concerned with the new content of education, in the light of cultural and social developments and of technological advance. (8) A campaign to convince governments and enlighten public opinion and youth movements on the values and importance of teaching as a profession, especially its contribution to social advancement and economic expansion.

Textbook and teacher, Muriel Wasi. Teaching, 37(1) September 1964, 5-8.

The writer explains the reasons for using the textbooks in schools. First, it is an economic tool for giving information. Second, textbooks are used to confirm and aid the teacher who has run out of new ideas or does not have any at all. She argues that textbooks are never intended to supplant the teacher, however good and ideal they may be; they can never stand by themselves. However, a textbook has its own place of importance. It can provide both confirmation and sustenance if it is used wisely by both the teacher. It is always to be assumed that a textbook will be competently compiled and written, for, if not it is a liability and will be an unqualified misfortune. The writer maintains that even if there are ideal teachers in need for textbook will continue and it can never be dispensed with. The reasons for this are the following: (i) Even good teachers cannot be with their pupils throughout the day. The good textbook is insurance against illiteracy at home which is normal in case of many children; (ii) A textbook sometimes has more to offer than

the teachers. Despite the fact that it lacks humaneness it may be more correct and better informed than the teacher. If the child listens to the teacher, reads the textbook, and sees that they disagree, he will learn not to attach too much importance to either. In this way the child learns from a conflict of fact or opinion, that one or the other, or both, may be wrong; (iii) But this may cause confusion in the child's mind. According to the writer it is better to confuse the child that leave him sterile. 'A mind exercised on different facts is at least a mind worked. A mind unchallenged is a mind static.' (iv) Increasingly, the inspired teacher is a rarity. It is still possible, by importing it if necessary, to have a good textbook. This a corrective to bad teaching, and perhaps it is also a way of improving teacher education during the training years.

Central-State jurisdiction in Higher Education in India, M. P. Jain, Journal of University Education, 2[3] March 1964, 181-189.

The author discusses a much debated subject whether Indian Constitution need be changed to make education a concurrent subject. He considers the issue in the light of the Supreme Court decisions in the famous Gujrat University case, and recommendations of the University Education Commission which submitted their report in 1949. The author thinks there are three alternatives to the problem : transfer university education either to the (1) Union list, or (2) concurrent list, or (3) maintain the status quo. Adoption of the first course would greatly strengthen Central control over university education but it would also create a few problems: First, many States would not agree to a diminution of their authority. Second, it would throw a great financial and administrative burden on the Centre. Third, it would completely stifle local initiative, enterprise and experimentation. In adopting course (2), some of these difficulties are avoided. It would enlarge the Central powers without excluding the States completely from the field. The University Education Commission had suggested this course. But to attempt to do so today is bound to create a political problem of Centre versus State. The author, therefore, inclines to the view that there is no need to disturb the present allocation of powers regarding university education as it is adequate to meet our present-day requirements.

Educational planning and economic growth, K. K. Subrahmanian, Economic Weekly, 16[16] April 18, 1964, 721-723.

Planning of education in the under-developed economies has two aspects : negative and positive. On the negative side, it implies a reasonable restraint on investment in types of education the capital formed whereform has only a low marginal efficiency to the individual and to the society and which plays only a minor role in increasing national output. On the positive side, planning of education means a scientific projection of the long-term requirements of the quantum and quality of skills and, in that context, drawing up of an educational plan and its execution. Educational planning has to proceed along with manpower planning and both these should form an integral part of the overall economic plan. The author evaluates educational planning in India in the light of these observations and regrets that progress of education in the country still continues to be judged by the number of universities and colleges set up and the number of students coming out of them with degrees. The University Grants Commission justifies the increase in the number of institutions of higher education on the ground that the number of students coming out of the secondary schools has increased correspondingly. But, according to the author, this is hardly the right criterion by which to regulate investment in higher education. He suggests of policy of selective admission to universities coupled with a scheme of education with a very broad base of universal literacy at the bottom, a ramified network of technical, vocational and professional centres at the intermediate level and selective promotion of higher education and research.

COUNTRYWIDE TEACHERS' AGITATION

Bihar :

SHAYMJI SINGH, President of the Bihar Primary Teachers' Federation, started an indefinite fast in the office of the Federation, early in February to press the Governmen to concede the teachers' demands. Hiralal Patwari, President of All India Federation of Primary Teachers, announced at the same time that he would also go on an indefinite fast before the Bihar Assembly. The demands included bringing on par the dearness allowance of the primary teachers of Government and non-Governmet primary schools, ad-hoc increment in their pay scales and betterment of service conditions. The Secretary of the Darbhanga Teachers Association said that about 10,000 primary schools teachers of the district would resort to hunger strike along with their family members.

About one and a half lakh primary school teachers of Bihar observed a token fast along with their dependents to press their demand for equalisation of dearness allowances and pay scale of the teachers of Government and non-Government primary schools, adhoc increment in their pay and improving their service conditions. Jagdish Mishra, General Secretary of the Bihar State Primary Teachers Federation told that telegraphic communications received at the State headquarters of the Federation indicated that the call for the one day token fast was a cent percent success.

The teachers of Palamau in Bihar observed hunger strike on February 16. Placards were displayed and speeches were made explaining the purpose of the fast.

About 100 secondary teachers of Nawadah sub-division in Daltonganj district observed one day fast on February 14 for the fulfilment of their 11-point demands which included uniform national minimum pay, security of services, allocation of 10 per cent of the Union budget and 20 per cent of the State budget for education.

Disparity in wages between primary teachers of Government and non-Government schools was the subject matter of a Call-attention motion in the Vihdhan Sabha in February.

Congressman Ek Narayan Choudhury, who raised the issue, said that there was a disparity of Rs. 10 between these two categories of teachers. This was causing resentment among primary teachers in non-Government schools. Mr. Choudhury said that teachers were the builders of our society. But they were getting a very poor amount by way of wages. Sometimes the pay scale of a teacher was less than that a Government peon. He said that primary school teachers in Bihar were the lowest paid in the country. This was the main reason why the standard of education in our schools had gone down.

He urged the State Government to give due wages to these teachers in the best interests of society and the State.

Kerala

Private school teachers in Kerala decided to go on an indefinite strike from February 17 until parity in all respects with the Government school teachers was accepted by the Government, according to decision taken by the Joint Action Council of the three private school teachers organisation. The Council in a Press release urged all teachers of the aided schools in the State not to accept the increase of Rs. 7 in their allowances as a token of protest against the Government's order in this regard. The Council expressed resentment at the Government's action in not inviting the representatives of private school teachers, discussing their problems and in issuing its order granting increased allowance to compensate the house rent allowance without accepting even the principle of "parity". Apart from "parity" in pay and allowances, there was also no indication of the Government's attitude towards issues relating to pension, gratuity, security of service, promotion, gradation, free medical aid and fee concession to teachers' children. The three teachers' organisations—the Kerala Aided Primary Teachers Association (KAPTA), the Kerala Private Secondary Teachers Association and the Kerala Primary Teachers Federation (KPTF) together claim to represent about 85,000 private school teachers in the State.

Orissa

The secondary school teachers of Orissa resorted to a mass fast on February 14. The decision to observe a hunger-strike was taken in pursuance of the call of the All India Federation of Secondary School Teachers.

Maharashtra

In response to a directive of the All India Secondary Teachers' Federation, 150 teachers in Nagpur held a one-day fast at the Patwardhan grounds.

The fast was intended to focus attention on the charter of of demands presented of the Speaker of Lok Sabha on March 20 last year. The demands are :

(1) A uniform pattern of secondary education should be evolved.

(2) There should be uniform pay scale and same service conditions for secondary school teachers.

(3) Ligislation is essential to ensure the security of service.

(4) Secondary education grants commission should be set up.

(5) Teachers' constituencies in legislative Councils should be retained.

(6) A pension scheme should be introduced.

(7) Secondary school teachers should be given representation in all educational bodies.

In Nasik more than 200 men and women teachers went on a one day hunger strike. Various organisations, including

the Primary Teachers' Association, extended support. A procession was taken out by the teachers. It was led by Mr. P. R. Vaidya and Mrs. Thakkar. Reports from Malegaon and Nandgaon also said that teachers offered satyagraha. Ten women and forty men teachers began a fast in Ratnagri. The headmaster of all secondary schools have expressed their sympathy for the teachers.

More than five hundred secondary school teachers went on a 12 hour fast on the Shanwarwada grounds at Poona. The chairman of the Samyukta Socialist Party, Mr. S. M. Joshi, the Mayor of Poona, Mr. K. U. Pardeshi, and other leaders called on them and expressed sympathy with their cause. At a meeting presided over by the president of the Maharashtra State Headmasters' Association, Mr. D. N. Kulkarni, the teacher' demands were reiterated.

Punjab

In Chandigarh Ram Kishan, Chief Minister of Punjab and Dr. A. C. Joshi, Vice Chancellor of the Punjab University appealed to teacher's unions to give up their agitational approach for securing an increase in emoluments. Both of them expressed concern at the demonstrations planned by the teachers' union.

Dr. Joshi pointed out that the Punjab University Syndicate had recently recommended to the State Government to give affiliated colleges adequate grants for paying teachers well. Teachers, he added, should not be paid less than people in other professions with similar qualifications. It should be responsibility of the State and the managements to see that they were paid adequately.

Expressing sympathy and regard for the teaching community, Ram Kishan said the Government was aware of its responsibilites and hoped teachers would also return goodwill and thus help the Government to find a just and equitable solution of their demands.

Later two Punjab Gevernment teachers in Ludhiana decided to "fast unto death" from February 28 at Chandigarh to press the demand of their colleagues. Their decision was announced in a joint statement issued on February 22 by the presidents of Government Teachers' Union and the PEPSU Government Teachers' Union.

To express its disapproval of the teachers' agitation, the Punjab Government is reported to have decided to withhold the "relief" it had proposed to announce in its budget estimates on March 3. The two Congress MLCs, Mr. Gurcharan Singh and Mr. Gopal Krishan Chatrath, are continuing their indefinite fast they began in front of the legislature building to press the Government to accept the long ignored demands of school teachers.

The Teachers' Unions appealed to the Government to "realize the gravity of the situation" and, in the same breath warned the authorities that "any kind of repression against the teachers to suppress their movement will make them desperate which will have far-reaching repurcussions". The Unions in a joint statement refuted the Education Minister's charge that the teachers' agitation was a political stunt. They said the statement of the Education Minister that the proposed relief to teachers which was to be announced in the budget estimates would be withdrawn had only confirmed the Unions' conviction that there were no such proposals and the Government had been giving false hopes to create confusion among teachers.

Mr. Mohinder Singh Toor and Mr. Prem Gupta, Presidents of the Puujab and PEPSU Government Teachers' Unions in a statement said that teachers would hold mass rallies at the district headquarters on March 7, in support of their demands for better service conditions and exemption from professional tax.

West Bengal

West Bengal's 35,000 non-Government secondary school teachers went on an indefinite strike on February 19 to press

their demand for increased dearness allowance and higher pay. Earlier, the Finance Minister of West Bengal, S. K. Mukerjee announced that from the beginning of the next financial year, primary and secondary school teachers would receive a monthly dearness allowance of Rs. 10 per month instead of Rs. 5 as at present. Teachers of colleges and sponsored polytechnics would get a special dearness allowance of Rs. 15 per month (in addition to the existing Rs. 17·50). But representatives of teachers and State Government employees described it as "utterly disappointing". The teachers' leaders said that the announcement contained nothing to prevent teachers from continuing with this struggle.

Prof. R. K. Chakravarti and Mr. Satya Priya Roy, Presidents of primary and secondary teachers' associations said the increase in D. A. granted was so meagre that it did not improve the condition of poor teachers.

Uttar Pradesh

Twenty-five thousand secondary school teachers of Uttar Pradesh observed one day mass fast on February 14 to press their demand for an interim relief. More than two thousand teachers of higher secondary schools and degree colleges in Allahabad district refused to cooperate with the Government in the conduct of the high school and intermediate examinations of the U. P. Board. Their demands are immediate increase in D. A. by Rs. 30 per month; linking of D. A. with the cost of living index; removal of disparity in pay scales of teachers of Government and non-Government schools and application of triple benefit scheme to the teachers of all schools.

At Agra about 25,000 teachers of secondary schools and university from all over the State decided to demonstrate at the residence of the U. P. Chief Minister and the Education Minister on February 14, according to an announcement by the General Secretary of the U. P. College Teachers' Association, Dr. R. K. Awasthi. The decision to demonstrate was taken after the talks with State Education Minister, the

Chairman of the University Grants Commission and the Union Education Minister had failed. The teachers' demands included better salaries and service conditions. The Federation of University and College Teachers Organizations urged the abolition of teachers constituencies. The Federation which concluded its second All-India Conference at Agra demanded increase in free and half-free studentships.

Early in March Mr. Kailash Prakash, Education Minister appealed to secondary school teachers to revise their decision to boycott high school and intermediate examinations beginning on March 11. The Minister said that the State Government took a sympathetic view of the teachers' demands. He said that the examinations could not be postponed and would be conducted with the help of invigilators recruited from outside.

Mr. Kailash Prakash told a news conference that district authorities had taken custody of question papers. Replying to a question the Minister said that he was already willing to have discussions on the teachers' demand for Rs. 50 per month as dearness allowance. (They now get Rs. 20). The State Government was not at present in a position to concede this demand as it would involve an expenditure of Rs. 2·25 crores.

The high school and intermediate examinations began peacefully and smoothly all over the State from March 11 and no untoward incidents were reported. In view of the boycott by a vast majority of teachers, who used to invigilate at these examinations, the Government drafted 40,000 of its employees for the work at all the centres in the State. Six thousand teachers, are also co-operating. The normal strength of the invigilators at the Board examinations is 46,000. Elaborate police and home guard arrangements were made at the centres.

The joint executive committee of the U. P. degree colleges, secondary and primary school teachers associations reiterated its decision to boycott all examinations from the primary to the degree level. The executive rejected an informal recommendation by its joint action committee that the

boycott be given up in view of the immense public sympathy shown to the cause of teachers. It said that the boycott would continue until the Government conceded the teachers' demands. It reiterated the demands for a flat rate dearness allowance of Rs. 50, parity in pay scales of teachers of private and Government schools and an assurance that no teacher would be victimised by the managements of private schools for participating in the boycott.

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Dr. Desai is the author of numerous books, articles and research papers in the field of educational evaluation, educational administration and educational psychology, and has contributed handsomely to the scant literature on education, psychology and research in the Gujarati language.